**Why I could not be a Chinese speaker**

**Name Anna**

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There are many Koreans who study second or third language for not communicating with foreigners, but just getting a certificate. I learned Chinese as a third language four years ago. I registered the most famous Chinese hagwon in Korea, and studied 6 months in here. The academy advertised itself having the most systematic program as the oldest Chinese hagwon in Korea. Although I succeed in getting Chinese certification, I would say that I failed to acquire Chinese as my third language. This is because I cannot remember any Chinese words now, and I have no confidence with Chinese at all. There would be three reasons why I failed learning Chinese: Grammar-Translation Method, form of classroom, characteristics of learner.

One reason is that how language was taught. The teaching method was close to “Grammar- Translation Method” rather than “Communicative Language Teaching Approach”. The Chinese teacher taught in mother tongue with long explanations of the complicate grammar. There was no understanding by activities, but just memorizing vocabulary and grammatical rules. To give you an idea, it would be better if a teacher tried to communicate with students. I got a lot of stress to follow the class, and all I wanted to do was to finish the class as fast as I could. That result in quitting Chinese right after getting a certificate.

Another reason is the form of classroom. I studied Chinse with more than 70 students in a big classroom like a traditional classroom. I sat watching the back of my classmates, and hardly known each other. The atmosphere was strict and competitive. On the contrary, the major benefit of modern classroom is that it is small with a few students. That makes students participate the class actively so that they can use second or third language easily. In this regard, it is crucial for teachers not to choose big classroom with many students.

In addition, the Chinese teacher overlooked the various characteristics of learners. The teacher was stick to teach with “Jug and Mug” style that pour the information to the students. Some of students might convenient just listening to the teacher’s explanation. However, it is effective for me, who have interpersonal intelligence, to have a conversation with people when I study other language. Not only interpersonal skills, there would exist a variety of intelligence among students. The teacher should have integrated visual, auditory and tactile-kinesthetic methods based on student’s intelligence. In this respect, teachers need to make sure that students are not same and they have different abilities.

In conclusion, I firmly convinced that I failed to acquire Chinese as a third language because of three reasons as I explained in this essay. However, I also believe that not only a teacher, but also Korean society should be changed. It is problem that the society put more importance on score or rank in the test rather than real ability. It results in that even though many Korean have learned English more than 10 years, they have no confidence with speaking English. As a teacher who learned about what is teaching and learning, it is also one’s role that convinces the parents and student how important to enjoy the language acquisition.